



CIVIL AIR PATROL

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United States Air Force Auxiliary

PLANE TALK

THE NEWSLETTER OF SAN FERNANDO SENIOR SQUADRON 35

From The Commander



Light Your Lazy Dynamite



As a high school teacher I do a lot of "Stream of Consciousness" type of reading from a wide variety of sources. Some things I've read are too good not to share.

This is one such example:

Henry Ford use to point out to his colleagues that there wasn't any job that couldn't be handled if they were willing to break it down into little pieces.

And when you've broken a job down, remember to allow yourself some slow motion in beginning the first piece. Just take it slow and easy. Because it isn't important how fast you are doing it. What's important is *that* you are doing it.

Most of our hardest jobs never seem to get done. The mere thought of doing the whole job, at a high energy level, is frequently too off-putting to allow motivation to occur.

But a good way to ease yourself into that motivation is to act as if you were the laziest person on the planet. (It wasn't much of an act for me!) By accepting that you're going to do your task in a slow and lazy way, there is no anxiety or dread about getting it started. In fact, you can even have fun by entering into it as if you were in a slow-motion comedy, flowing into the work like a person made of water. But the paradox is that the slower you start something, the faster you will be finished.

When you first think about doing something hard or overwhelming, you are most aware of how you don't want to do it at all. In other words, the mental picture you have of the activity, of doing it fast and furiously, is not a happy picture. So you think of ways to avoid doing the job altogether.

The thought of starting slowly is an easy thought. And doing it slowly allows you to actually start doing it. Therefore it gets finished.

Another thing that happens when you flow into a project slowly is that speed will often overtake you without your forcing it. Just as the natural rhythm inside you will get you in sync with what you are doing. You'll be surprised how soon your conscious mind stops forcing the action and your subconscious mind supplies you with easy energy.



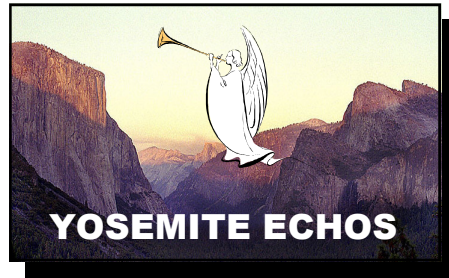
So take your time. Start out lazy. Soon your tasks will be keeping the slow but persistent rhythm of that hypnotic song on Paul McCartney's *Red Rose Speedway* album, "Oh Lazy Dynamite."

The dynamite is living inside you. You don't have to be frenzied about setting it off. It lights just as well to a match struck slowly.

There's little I can add to this observation. I think it speaks for itself.

Semper Vig
Maj Jim Hayden, CAP

Who am I?



Who am I?

I fly atop the world's tallest buildings.

I stand watch in America's Halls of Justice.

I fly majestically over great institutions of learning.

I stand guard with the greatest military power in the world.

Look up and see me!

I stand for peace, honor, truth, and justice. I stand for freedom. I am confident,

I am arrogant, I am proud.

When I am flown with my banners, my head is a little higher, my colors a little truer,

I bow to no one!

I am recognized all over the world. I am worshipped, I am loved, and I am feared!

I have fought in every battle of every war for more than 200 years:

Gettysburg, Shiloh, Appomattox, San Juan Hill, the trenches of France, the Argonne Forest, Anzio, Rome, the beaches of Normandy, Guam, Okinawa, Japan, Korea, Vietnam, the Persian Gulf, and a score of places long forgotten by all,

but those who were there with me...

I was there!

I led my Soldiers, Sailors, Airmen, and Marines.

I followed them and watched over them. They loved me.

I was on a small hill in Iwo Jima. I was dirty, battle-worn, and tired.

But my Soldiers cheered me!

And I was proud!

I have been soiled, burned, torn, and trampled on the streets of countries that I have helped set free.

It does not hurt, for I am invincible.

I have also been soiled, burned, torn, and trampled on the streets of my own country and, when it is by those whom I have served with in battle-it hurts.

But I shall overcome, for I am strong!

I have slipped the bonds of Earth and, from my vantage point on the Moon,

I stand watch over the uncharted new frontiers of Space.

I have been a silent witness to all of America's finest hours.

But my finest hour comes when I am torn in strips to be used as bandages for my wounded comrades on the field of battle-when I fly at half-mast to honor my Soldiers, Sailors, Airmen, and Marines, and-when I lie in the trembling arms of a grieving mother, at the gravesite of her fallen son or daughter-I am proud.

My name is Old Glory-long may I wave.

Dear God, long may I wave

AEROSPACE EDUCATION



KNOWLEDGE LEADS TO FLIGHT

Thomas Jefferson once said: "An informed citizenry is the foundation of democracy." Other advocates of aerospace believe this to be true. Understanding aerospace is important for all citizens because of the American political system.

Aerospace combines two terms aero and space. Aero comes from aeronautics, which refers to flight within the atmosphere. Space refers to flight beyond the atmosphere. Aerospace education is that branch of general education concerned with communicating knowledge, skills, and attitudes about aerospace activities and the total impact of air and space vehicles upon society.

Average citizens usually have a superficial knowledge about aerospace. Their knowledge is based upon what they have read, seen, or heard through the media. Often this information is misleading. The only solution to the problem is a citizenry informed about aerospace. Therefore, the role of aerospace education is to understand both the pros and cons of the aerospace issues and to produce a nation informed about the aerospace world.

The present-day aerospace society is complex and dynamic. It will become more complex as technology advances and the population increases.

The one element aerospace has produced, more than anything else, is change. The beginning of space exploration in 1957 and commercial jet aviation in 1958 created an environment where the quest for knowledge became one of the Nation's greatest industries. Suddenly, it was not only acceptable but actually popular to do research. The effect of this is what many have called the knowledge revolution. The computer was developed, refined, and improved. This allowed people to store, refine, and analyze the tremendous amount of data created by aerospace-related industries.

This quest for knowledge placed a great demand on the educational community. More and better-trained people were needed to work in the aerospace community. The special aptitudes and skills you have plus the courses taken in high school are important considerations in preparing for an aerospace career.

Education is defined as a process that brings about change. A change is brought about by gaining knowledge and by utilizing that knowledge. The men who invented the airplane were educated, in some instances self-educated. Because of this education, they were able to change the world. They found a way for man to fly.





ON THE SAFE SIDE

(Nope, not our Squadron,. This is another CAP unit's aircraft)

Don't let this happen to YOU!



CAP ACCIDENT REPORTING- What you should know!

Recently our Squadron was required to report a CAP Mishap/Incident involving one of our CAP corporate aircraft. No one was hurt, but the aircraft was unflyable. Accidents do happen, but you should know there is a special way we handle this in CAP.

Every CAP member should know what the procedure are when there is damage and/or an injury during a CAP event. The CAP needs to know about such events because you are part of the CAP organization which has insurers to answer to. We also want to learn and prevent it from happening again. So here's how it goes:

**If there is an accident/incident/injury make sure you FIRST attend to the injured and get them help!*

**At the time of the event your CAP Pilot or CAP vehicle operating privileges are suspended. Don't use the broken equipment to drive home. The equipment is "grounded."*

**Report the accident/incident/injury to your Incident Commander, Squadron Commander, Operations Officer or Safety Officer as soon as possible. They tell California Wing. CAP Headquarters is notified too.*

**The Squadron fills out a CAPF78 which details the basic information about the event. California Wing then assigns an Investigation Team to get together all the facts. They fill out a CAPF79 which summarizes the investigation and gives Headquarters CAP recommendations.*



ON THE SAFE SIDE

The results of the report releases the equipment for repair and may include remedial training of the operator (s) of the equipment.

Any event which damages, breaks or injures people is treated seriously in CAP. We want very Safe equipment and people. Sometimes, “stuff” happens, but you must know the procedure for handling the event once it occurs to prevent other problems for everybody else later. We want to learn from the event too. That’s the purpose of the Investigation Team. CAP Headquarters uses the report to compile statistics, tracking trends which helps ensure CAP members are properly trained to prevent similar problems from happening in the future.

Finally, you should know that most of the CAP aircraft mishaps are ground-related, and not flight-related. Here’s how the Safety of CAP compares from year to year:

<u>CAP Safety Metrics</u>		
	<u>FY03</u>	<u>FY04</u>
<i>Aircraft Accidents</i>	5	6
<i>Aircraft Incidents</i>	38	32
<i>Fatalities</i>	2	3
<i>Vehicle Mishaps</i>	16	10
<i>Bodily Injuries</i>	13	11
<i>Serious Injuries</i>	2	6

Exercise caution when you are “driving” an aircraft on the ground. Be extra alert! We want to be a Safety-conscious Squadron in CAP. Keep your “heads up” for Safety’s sake!

NO SAFETY – KNOW PAIN

KNOW SAFETY – NO PAIN

John Krogstad, CAPT CAP
Assistant Safety Officer

TRAINING



TRAINING FOR THE “NEXT” LEVEL

Wow! You’ve now attained a new level of training, rank or achievement in CAP! Congratulations! NOW WHAT!?

CAP is a large, complex organization. There are lots of duties and training levels in which you can achieve in CAP Emergency Services. Of course, there are two other elements to our Mission that are equally important (Aerospace Education and the Cadet Program). But let’s address the ES area. Once you’ve become a CAP Pilot, for example, there are many other qualifications you can “add” to that achievement.

As Squadron Training Officer I hear new Members say that as a Pilot, once they got their certificate, and fly around for a while, things got “boring.” The reason why is that you were spending all your time working toward a “goal” (getting your certificate) and then you got it. Now there was nothing more to work for!

CAP offers a whole list of flying training and specialties. You can be qualified as a Mission Pilot. You can participate in SDIS or CD flight training. (I’m tempting you with acronyms so you’ll be motivated to find out what they are all about). Perhaps you want to become qualified to direct the aircraft at a CAP Mission Base. That’s the Air Branch Director specialty. But that’s just the flying part.

CAP offers a larger list of non-flying training and specialties. Consider the many levels of training in the Observer area. You’re in the aircraft, but performing a valuable part of the Mission Sortie in other-than-flying tasks. You can qualified on a CAP Ground Team. I counted 26 specialties you can work on being qualified for at Mission Base!

It’s pretty hard to get “bored” with CAP. As a matter of fact the danger of being a Member is “burnout” by trying to do it all. Here’s a help. Think of CAP as a “career.” It’s something that you stay with most of your life. It grows with you. It helps you grow as an individual because you get to do things you normally won’t be allowed to do outside of your “regular” job. With that comes an enormous sense of achievement and satisfaction.

Now this takes time. Don’t expect CAP to run as fast as civilian “life.” We’re all volunteers, helping each other to “grow.” But such great organizations like CAP can accommodate your ambitions and your dreams. Just like life, if you “stick with it” in CAP, you will be rewarded.

I offer my help to get you what you want. Other members can give you advice too. All you have to do is ask. It’s all part of that continuous process called a CAP “career.” There’s always another step to “take.” That’s what makes it so satisfying and interesting to be a part of the largest all volunteer search and rescue organization in the World!

John Krogstad, CAPT CAP
Squadron Training Officer

SQUADRON 35

Congrat's Major Ed Struck

2LT Mark Beutel, CAP



Major Joseph Spahr

Major Ed Struck
reviewing flight plan
with 2LT Mark Beutel

Major Ed Struck successfully passed his mission pilot checkride while being instructed by Major Joseph Spahr. Commonly known as a form 91 checkride, this flight test is a comprehensive test administered by qualified CAP mission pilot check pilots that evaluate the skill level of all active current and future mission pilots. Similar to a BFR, the qualification lasts two years and must be renewed.

The flying standards required to pass this test are extremely high, and only those pilots who demonstrate consistent proficiency will be authorized

to fly as mission pilots. Similarly, those pilots administering the test are reverently known as “the best of the best”, and this title goes to Major Joseph Spahr. Recognized as a former squadron commander and a current incident commander, Major Spahr’s extensive flight training, knowledge and skill level in all areas of CAP qualify him to be both a mission pilot and check pilot. A title given to only a few!

Squadron 35 is fortunate to have both Major Ed Struck and Major Spahr as its mission pilots. Their leadership and flying skills are an example to all aspiring mission pilots of Squadron 35. Congratulations Major Ed Struck! ***Both of you are an example to the squadron.***



Heading towards
Devil's Punch Bowl.



Maj Struck & Maj Spahr
performing maneuvers.



Contouring the mountain.



Looking west, on our way home.



Getting an IFR clearance
to KWHP.



Low cloud ceiling as we approach Santa Clarita.

FAA REGULATIONS - "Transponders"

ATC transponder and altitude reporting equipment and use. 91.215

(a) *All airspace: U.S.-registered civil aircraft.* For operations not conducted under [part 121 or 135] of this chapter, ATC transponder equipment installed must meet the performance and environmental requirements of any class of TSO-C74b (Mode A) or any class of TSO-C74c (Mode A with altitude reporting capability) as appropriate, or the appropriate class of TSO-C112 (Mode S).

(b) *All airspace.* Unless otherwise authorized or directed by ATC, no person may operate an aircraft in the airspace described in paragraphs (b)(1) through (b)(5) of this section, unless that aircraft is equipped with an operable coded radar beacon transponder having either Mode 3/A 4096 code capability, replying to Mode 3/A interrogations with the code specified by ATC, or a Mode S capability, replying to Mode 3/A interrogations with the code specified by ATC and intermode and Mode S interrogations in accordance with the applicable provisions specified in TSO C-112, and that aircraft is equipped with automatic pressure altitude reporting equipment having a Mode C capability that automatically replies to Mode C interrogations by transmitting pressure altitude information in 100-foot increments. This requirement applies--

(1) *All aircraft.* In Class A, Class B, and Class C airspace areas;

(2) *All aircraft.* In all airspace within 30 nautical miles of an airport listed in appendix D, section 1 of this part from the surface upward to 10,000 feet MSL;

(3) Notwithstanding paragraph (b)(2) of this section, any aircraft which was not originally certificated with an engine-driven electrical system or which has not subsequently been certified with such a system installed, balloon or glider may conduct operations in the airspace within 30 nautical miles of an airport listed in appendix D, section 1 of this part provided such operations are conducted--

(i) Outside any Class A, Class B, or Class C airspace area; and

(ii) Below the altitude of the ceiling of a Class B or Class C airspace area designated for an airport or 10,000 feet MSL, whichever is lower; and

(4) All aircraft in all airspace above the ceiling and within the lateral boundaries of a Class B or Class C airspace area designated for an airport upward to 10,000 feet MSL; and

(5) All aircraft except any aircraft which was not originally certificated with an engine-driven electrical system or which has not subsequently been certified with such a system installed, balloon, or glider---

(i) In all airspace of the 48 contiguous states and the District of Columbia at and above 10,000 feet MSL, excluding the airspace at and below 2,500 feet above the surface; and

(ii) In the airspace from the surface to 10,000 feet MSL within a 10-nautical-mile radius of any airport listed in appendix D, section 2 of this part, excluding the airspace below 1,200 feet outside of the lateral boundaries of the surface area of the airspace designated for that airport.

(c) *Transponder-on operation.* While in the airspace as specified in paragraph (b) of this section or in all controlled airspace, each person operating an aircraft equipped with an operable ATC transponder maintained in accordance with Sec. 91.413 of this part shall operate the transponder, including Mode C equipment if installed, and shall reply on the appropriate code or as assigned by ATC.

(d) *ATC authorized deviations.* Requests for ATC authorized deviations must be made to the ATC facility having jurisdiction over the concerned airspace within the time periods specified as follows:

(1) For operation of an aircraft with an operating transponder but without operating automatic pressure altitude reporting equipment having a Mode C capability, the request may be made at any time.

(2) For operation of an aircraft with an inoperative transponder to the airport of ultimate destination, including any intermediate stops, or to proceed to a place where suitable repairs can be made or both, the request may be made at any time.

(3) For operation of an aircraft that is not equipped with a transponder, the request must be made at least one hour before the proposed operation.

Rule one: No matter what else happens, fly the airplane!!

HISTORICAL KALEIDOSCOPE



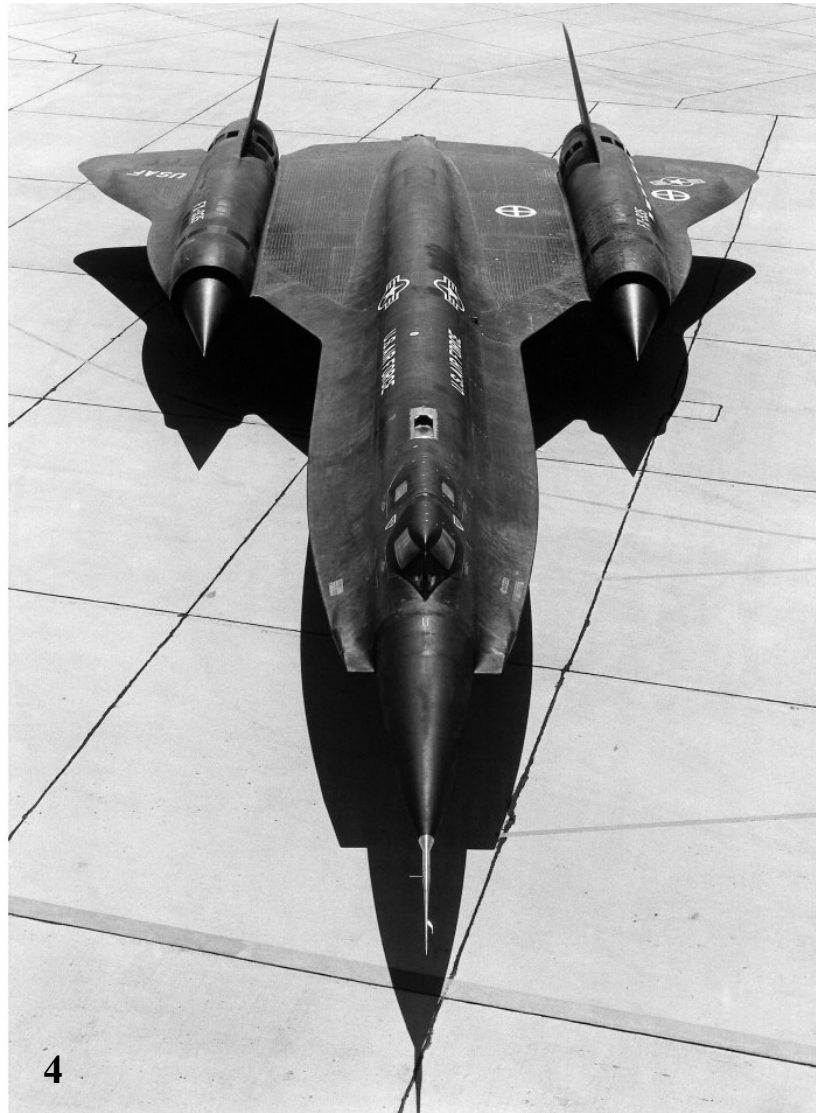
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2



3



4

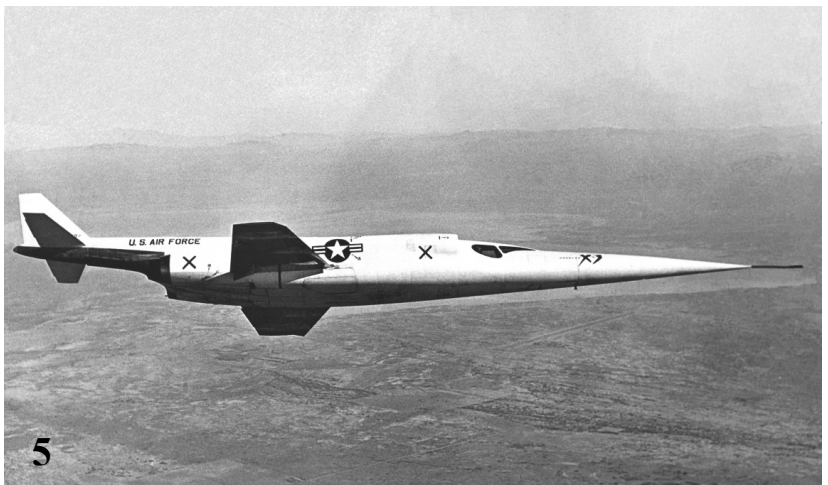
1. XF-92A - 1953

2. X-2 - After landing on skids - 1952

3. F-104 - 1960

4. YF-12 1971

5. X-3 - Made significant contribution to knowledge about inertial coupling - 1950



5

SPACE



Can you name this nebula?

Hints: Bird

EGGs

Photoevaporation

Elephant Trunks

Answer in the June edition of Plane Talk.

USAF NEWS

X-29A



The NASA Dryden Flight Research Center has flight tested two X-29A aircraft at low and high angles of attack. The high-angle-of-attack tests evaluate the feasibility of integrated X-29A technologies. More specific objectives focus on evaluating the high-angle-of-attack flying qualities, defining multiaxis controllability limits, and determining the maximum pitch-pointing capability. A pilot-selectable gain system allows examination of tradeoffs in airplane stability and maneuverability. Basic fighter maneuvers provide qualitative evaluation. Bank angle captures permit qualitative data analysis.

JUST KIDDING

Cessna: "Jones tower, Cessna 12345, student pilot, I am out of fuel."

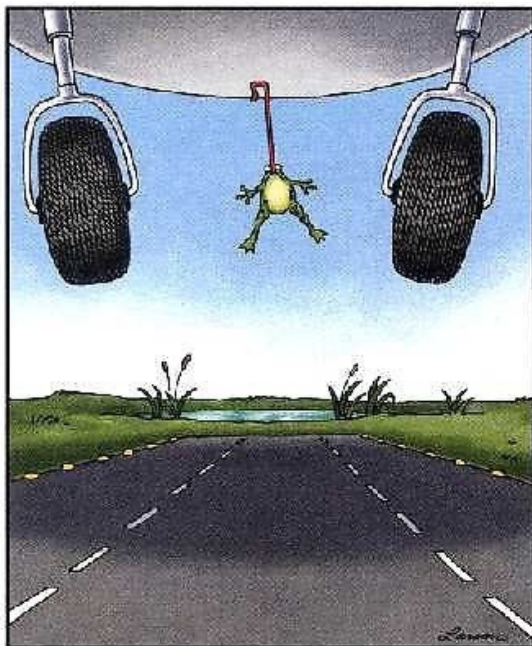
Tower: "Roger Cessna 12345, reduce airspeed to best glide!! Do you have the airfield in sight?!?!?"

Cessna: "Uh...tower, I am on the south ramp; I just want to know where the fuel truck is."

"Flight 1234, for noise abatement, turn right 45 degrees.."

"But Center, we are at 35,000 feet. How much noise can we make up here?"

"Sir, have you ever heard the noise a 747 makes when it hits a 727?"





Squadron 35 Calendar

APRIL 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6 Meeting	7	8	9
10	11	12	13 Meeting	14	15	16 Work Detail
17	18	19	20 Meeting	21	22	23
24	25	26	27 DARK	28	29	30